



# Sacred Heart Catholic College

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## Behaviour Policy

<b>Reviewed by:</b>	Governors
<b>Approved by:</b>	Premises Health and Safeguarding
<b>Date approved:</b>	February 2019
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# **Caring and achieving excellence within a Christian community**

## **Introduction**

Sacred Heart Catholic College is committed to caring and achieving excellence within a Christian community. For our mission to work effectively, excellence in behaviour is a firm standard set at the College both inside and outside of lessons. This policy is designed to outline the expectations of a pupil in securing a safe learning environment, where all pupils can develop to achieve their full potential with clearly defined rewards and sanctions. We seek to prepare young people for their life as Christians in the community, helping each pupil to understand how their behaviour affects others, and grow in that understanding. It is a partnership between all members of the school community, helping and is intended to be preventative wherever possible. We believe that pro-action is more effective than reaction.

The College strongly believes in the importance of working closely with parents to ensure standards of behaviour remain high and, if behaviour does not meet the standard, it deals with pupils fairly, swiftly and appropriately.

## Principles and Aims

Sacred Heart Catholic College wishes to foster an ethos of mutual respect, good order and safety. Pupils are encouraged to contribute to the community and their voice is recognised and respected. The staff and pupils of the College believe that clear and direct expectations will contribute to the establishing of a positive ethos. This policy aims to state expectations of behaviour so that they are known, understood and followed by all.

### **We want our college to be a place where:**

We are driven by Gospel values

Pupil voice is recognised and respected

Every pupil feels safe

Pupils of all abilities and talents are encouraged

All people are treated respectfully and fairly

Bullying is not accepted and is addressed quickly with the highest priority

People know how to forgive

The atmosphere is warm and friendly and helps with learning

Supporting the needy is second nature

We recognise that working with children positively, using efficient classroom management strategies, will help to raise their self-esteem, increase their levels of motivation and will improve achievement

We make a conscious effort to praise good work and behaviour and to encourage good conduct with positive affirmation

Through good teaching and a strong and supportive pastoral system, the need to use punitive measures should be kept to a minimum.

A range of sanctions will be used, when necessary, to ensure that our code is adhered to and that pupils learn to modify their behaviour if it is inappropriate

We encourage positive relationships between all members of the College community

This policy applies to all members of our college community (Teachers, support staff, Governors, parents/carers and visitors) as well as to our pupils

We ensure that pupils have the opportunity to achieve their potential in a safe and supportive learning community and where a culture of praise and achievement is valued

All staff, pupils and parents are aware of the aims and objectives of the College Behaviour Policy

The environment, curriculum and other aspects of the College's work promote good behaviour for learning

We respect one another

We understand that we all have to take responsibility for our actions and choices

We understand that positive pupil/teacher relationships will promote excellent teaching and learning and allow all to achieve their true potential

### **Pupils should:**

Attend school regularly, punctually, appropriately dressed and equipped fully for the school day

Be polite, respectful and helpful to others

Behave in class and elsewhere in such a way as to contribute to the good order of the College

Respect the environment and school property, keeping the school clean, tidy and free from litter

Be in the right place at the right time

Ensure that the rights of each member of the College community are recognised

Move sensibly and quietly around the College keeping to the left whenever possible, respecting the needs and safety of others.

Carry bags carefully when moving around school

Do their best in lessons and complete all homework

Wear the correct uniform, as laid out in the Planner

Report incidents of bullying

### **At Break and Lunch Times, pupils should:**

Only be in a classroom when supervised or with permission.

Only consume food and drinks in the Dining Room. (The only exception to this rule is bottled water can be consumed in other areas of the College.)

Queue for food in an orderly fashion as directed by the supervising staff.

Clear away all waste and rubbish and stack trays carefully.

Use good table manners at all times.

## **Rewards**

The achievements of our pupils are celebrated at Sacred Heart Catholic College. Rewards, obtainable by all, are an effective way of improving and maintaining good behaviour and should be applied consistently. Rewards, praise and encouragement are among the most powerful aids to teaching, maintaining high standards of behaviour and fostering positive relationships. The College expects every pupil to behave well, study hard, achieve and make a positive contribution to the College community. It is important that this positive behaviour is valued, recognised and rewarded.

These are some of the rewards we use

Individual praise – in class, letters, assemblies

The awarding of merits (Lower School)

End of Term Rewards Assemblies

Presentation Evenings

Heartbeat

Reward Trips

Departmental postcards to celebrate achievements.

## **Sanctions**

Teachers have a responsibility and a duty to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

Our intention is to use positive encouragement within the College to avoid sanctions and to make sure that pupils understand that their achievements and attitudes are recognised and rewarded. If such positive encouragement does not work for individual pupils, sanctions may need to be applied. This is done fairly and consistently.

A **staged system** will be used, aiming to deal with poor behaviour calmly and effectively so that the pupil is helped to modify his/her behaviour and help to re-focus on the positive. Pupils who display poor behaviour should be given clear verbal reminders telling them politely what it is that they

are doing wrong, how it affects themselves and others, and what behaviour is expected. At all stages of the sanctions process the **Form Tutor** will be kept informed and involved in the reformative action taken, as they are the key person in the school life of the pupil.

The majority of a pupil's time in school is spent in the classroom. The most important person in enforcing high standards of behaviour in the classroom is the **subject teacher**. Therefore, it follows that the most effective sanctions are those issued by the **subject teacher**. In the majority of cases any misbehaviour will be dealt with immediately.

This approach applies to poor behaviour on corridors and at break and lunchtimes when staff may need to address inappropriate behaviour. Any member of staff who sees unacceptable behaviour outside lesson time should take appropriate action.

The Form Tutor is the key person to support a child's wider social development and wellbeing.

Where the **Form Tutor's** interventions are not effective then he/she will seek guidance from the HEAD OF YEAR and record any difficulties in the child's Planner.

Where the HEAD OF YEAR intervention is unsuccessful he/she will seek guidance from DIRECTOR OF

SCHOOL. Sanctions available:

The following sanctions are available to staff. **This list is by no means exhaustive.**

Verbal reprimand

Written reprimand in Planner

Extra or repeated work for work of poor quality or incomplete homework

Detention given by a class teacher for persistent misbehaviour in class or arriving late for lessons etc.

Detention given by the Form Tutor for a variety of misdemeanours.

HEAD OF YEAR/HEAD OF DEPARTMENT detention

SLT Detention

Withdrawal of school privileges

Letter home sent by appropriate member of staff.

“On report” issued by the Form Tutor, HEAD OF YEAR or HEAD OF DEPARTMENT (departmental), DIRECTOR OF SCHOOL. See also [appendix 2](#) which gives more detailed information on the College procedures.

### **Procedure for Serious Offences Requiring Immediate Attention (On Call)**

If a pupil’s behaviour is a serious and immediate cause for concern and the normal classroom or school sanction procedures are not appropriate, a member of staff will use the On Call system. A pupil will be sent to the office and reception staff will call the member of staff On Call. The reception staff will log this on SIMS. If the member of staff called cannot resolve the situation then they will remove the offending pupil. All removals from the classroom will be logged and the appropriate disciplinary measures will be taken.

If necessary the DIRECTOR OF SCHOOL will contact home on the same day as well as informing the HEAD OF DEPARTMENT who will be responsible for implementing the appropriate disciplinary measures.

Pupils are sometimes required to attend resolution sessions and can be displaced until such meetings take place.

Exclusion may only be sanctioned by the Headteacher or acting Headteacher. Referral to the PSC is via DIRECTOR OF SCHOOL. The use of the PSC is for incidents where pupils display extreme behaviour or disrupt learning or the pupil is not responding to a level 1, 2 or 3 sanctions. The use of PSC is a very serious sanction and in some cases, it may provide an alternative to a fixed term exclusion.

The needs of vulnerable pupils and their personal circumstances will always be considered to ensure effective behaviour management.

Extremely poor behaviour results in the serious sanction of fixed or permanent exclusion.

The Behaviour Policy should be used in conjunction with the following College policies: Anti-Bullying Policy, Guidelines on the use of reasonable force and Child Protection and Safeguarding Policy. Appendix 1 sets out Roles and Responsibilities of staff, teaching and non-teaching.

# Appendix 1 Roles and Responsibilities

## Role of Classroom Teacher

Prior to the lesson teachers will promote positive behaviour by:

- Preparing an appropriate and challenging lesson based on previous learning
- Providing a positive classroom environment that is tidy and uncluttered and
- Frequently providing feedback to pupils on their work, including through marking

At the start of each lesson teachers will promote positive behaviour by:

- Greeting pupils in a positive manner and checking uniform
- Ensuring the pupils enter the classroom sensibly and go to their tables calmly to prepare for the lesson, including taking out planners and other equipment
- Having a seating plan arrangement focused on learning
- Starting the lesson on time and challenging pupils who arrive late

During the lesson, teachers will promote positive behaviour by:

- Using non-verbal cues, an appropriate tone of voice and body language (expectant, positive and calm)
- Establishing a good atmosphere
- Having an opening activity which engages pupils and gains their attention
- Focusing on the positive and on learning
- Emphasising their recognition of pupils' good behaviour and achievement
- Conveying positive behaviour and learning expectations

Using positive corrective language to deal with inappropriate behaviour

Following up any disruption away from the audience of other pupils

Insisting on high standards of work and behaviour in the room

Using a range of strategies to deal with any unacceptable behaviour within their classrooms. These strategies will reinforce and underpin the expectations of the College and contribute to ensuring greater consistency in the management of pupil behaviours

Taking responsibility for addressing poor behaviour as far as possible within his/her own classroom and with appropriate and specific sanctions

Use rewards and sanctions and applying them fairly and consistently

Encouraging positive behaviour and consideration for others by good example praise and reward

Focusing on the positive to promote the best in every pupil

Fostering in each pupil a sense of both self and corporate responsibility

On exit teachers will promote positive behaviour by:

Ensuring that Planners have been used to record homework

Giving positive feedback to the group on their learning

Checking the classroom is tidy and that pupils' uniform is smart and

Ensuring a sensible and calm dismissal

All adults are on duty at all times and will:

Work effectively to support and promote the aims and ethos of the College

Be aware and sensitive to issues of gender, race, religion, social background and disability.

Be alert to signs of bullying and harassment and act swiftly and firmly in accordance with the College policy

Be committed to maintaining the highest standards of behaviour and, where possible, help pupils improve those standards

Be proactive in stopping poor behaviour in all areas and at all times in College

Positively reinforce good behaviour and refuse to accept poor behaviour

Communicate to parents/carers both positive achievements and poor behaviour  
Condemn bad behaviour and not the person  
Arrive on time for duty and lessons

## Appendix 2 Managing Behaviour SHCC

	Who is responsible	Examples of possible behaviours in classrooms and	Examples of possible sanctions
L1	Class Teacher	Disrupting lessons; inadequate work; Persistent lateness; not completing homework; Answering back; Poor behaviour in the corridor or outside of lessons or anywhere on the school site.	<p>Move pupil; Reprimand; contact parents; Change seating plan; Personal detention; Send out for discussion and re-admitted (pupil should not be left on the corridor unduly); Note in the planner.</p> <p>At L1 Form Tutors may also use sanctions; Phone calls home Tutor detentions</p>
L2	Subject Leader and Class Teacher	Missing a teacher detention; completing a number of teacher detentions without improvements to behaviour; defiance.	<p>The subject leader may give a subject-based detention or other sanction; Displacement of pupil, pre-arranged; A phone call home ; Contact parents; Departmental/Form Tutor reports may also be issued through agreement with pastoral staff</p>
L2	Pastoral Key Stage Staff HEAD OF YEAR	<p>Pupil behaviour is poor across a number of subjects this may elicit a L2 response; If pupils have repeatedly missed departmental detentions; If original teacher based contact with parents has been unsuccessful, necessitating a formal meeting with parents.</p>	<p>HEAD OF YEAR will then employ an extended range of strategies: Interviews with parents, Reports. HEAD OF YEAR detention.</p>

<b>L3</b>	SENIOR LEADERSHIP TEAM and Pastoral Team	Defiance that is specifically more than disrupting a lesson. For example, truancy from a lesson, racist incidents, bullying; Repeated behaviour outside of lessons that is deemed to be dangerous; For pupils that are repeatedly non-compliant. For pupils who are disrupting the lesson to the extent that it cannot proceed; Should only take place after the issuing of warnings, time outs and other classroom-based discipline procedures have been exhausted	Isolation Parent meeting. Restorative justice session. Possible exclusion.
<b>L4</b>	SENIOR LEADERSHIP TEAM	Significant misbehaviour as defined by the Headteacher.	Possible exclusions Extended isolation. Parent meeting IBP

# Managing Behaviour SHCC

